The following analysis is by Dr. David Graybeal, a professor in the Theological School. We ask that if you read nothing else this year, you read this piece. It hits exactly where we have to hit, if we are ever going to be a "community."

DAVID M. GRAYBEAL

The time has come for some universities to explore ways of providing less-expensive, better education in forms that are more attractive to today's students. Familiar educational slogans such as "educating the whole person" and "learning as a way of life" need to be pushed to their outer limits. If a university takes these goals seriously and is flexible and innovative with regard to the means of reaching them, it will have no difficulty in recruiting and retaining students – indeed, its problem will be the finding of ways to induce them to leave.

Drew University has as good a chance as any educational institution to transform itself into a "learning cooperative," the phrase which I think will characterize the viable university of the future. Modest in its economics, participative, conflictual, and pluralistic in its polity, it will be a more interesting, more engaging context for learning and life than the conventional institutions of today's educational scene. In doing so, it will have a larger influence on the life of the whole society in which it is located. I want to suggest some transformations in three categories; learning style and content, governance, and financing.

In learning style and content, assume for the moment that the basic curricular offerings as they now stand are continued. Alongside of that, we need to develop ways by which we can learn to do for ourselves those things needed in our common life together on the campus, including the housekeeping, food preparation, repair and maintenance, construction, beautification, and yardwork. At the present time, many university campuses are operated like resort hotels and they experience many of the same problems. A learning cooperative would manage these matters better by erasing the lines between learners and workers.

The electrical maintenance of the campus can serve to illustrate. A skilled electrician who wants to teach his skill should become a member of the university faculty, offering a course or courses for credit. A student could elect to join the electrical crew of the campus and devote ten hours of work per week to repair and maintenance functions. If he stayed with this program during his academic career there is no reason why he might not graduate with a major in history and with a journeyman's competence in electrical work. The same principle could be followed with the plumbing, carpentering, painting, interior decorating, food purchasing and preparation, vehicle maintenance and landscaping. Another student might want to be introduced to several different areas of praetical work and accept the fact that he would not become professionally competent in any one. Of course, not every student would want to participate in these programs, but I am convinced that many would, and that they would find that two hours of practical work a day would enhance their capacity for carrying on the intellectual tasks of university life.

Such a program should be developed slowly, so that none of the persons who presently perform these functions for the university should lose his job. But over the years, as normal attrition causes these persons to leave of their own accord, the work-learning program could be phased in. In addition to making the living-learning situation more interesting, the program would result in savings for the university, for there is no reason why the services of students should not be financed through existing scholarship funds, with students being paid at decent rates for their work.

One other point – many recent graduates are in fact now working as mechanics, electricians, painters, secretaries, paramedics, and the like. Such a program would better prepare graduates to be adept in terms of available work. I can even imagine that some faculty members who are learning the mixed delights of do-it-yourself household maintenance might elect to participate in campus work-learning programs. Berea College in Kentucky has for decades demonstrated that work-learning and academic learning can be mutually reinforcing.

With regard to governance, the learning-cooperative model of the university suggests some important changes in style. The Trustees could, and should, under the existing Charter, empower the University Senate to be in effect the policy-forming House of Commons of the University, with the President as the chief executive of the university. The trustees then would function in two ways; as advisory to the president and as a final board of review for policies and programs voted by the University Senate, with power of veto. This arrangement would put the burden of policy-making and priority-setting, of economizing and of maximizing efficiency, squarely on the shoulders of those who are carrying on the day-to-day life and work of the university, which is precisely where that burden belongs in any viable institution. The trustees should exercise their veto only after the most extensive consultation and the profoundest reflection.

Drew's trustees are persons who carry heavy responsibilities in their own fields of work who take on the trusteeship of the university as an unpaid, voluntary additional responsibility. It is difficult, if not impossible, for them to sense first-hand the organic, unfolding spirit which is the heart of any important learning institution. But perhaps in every semester three or four trustees could be found who could take leave for a few months from other responsibilities, take up residence in our Town House apartments, and participate in the life of the campus, attending faculty meetings and student assemblies, participating in the University Senate and in general helping to mold the day-to-day life of the University Community. Some trustees would be able to offer courses related to their vocational settings, and that could strengthen the academic program of the university. The most important benefit, however, would be the perspectives which the experience would give to their trusteeship subsequently.

And now a word about the finances of the university. I am convinced that, as a matter of principle, the budgets of all non-profit institutions in our society, and especially those of universities because of their teaching functions, should be completely open for inspection and review in the fullest detail. Nothing should be concealed or grouped. Salaries, departmental budgets, library costs, food costs, wages, scholarships, equipment expenditures, visiting lecturer's fees, all should be fully visible. The actual expenditures in every budget line for the preceding fiscal year should be on file in the library, and the projected budget for the current and coming year should be available at a convenient place. Senate discussions of policies and priorities require the full availability of this crucial information. Dealing with economic realities is not simply a supportive function of the educational enterprise; it *is* educative, in and of itself, in a most fundamental sense. Non-profit institutions make their case for public support on the basis of the service they render to society at large. There is no reason why such institutions should not publish the record of their stewardship in the fullest detail. What case can be made for financial secrecy in *any* existing educational institution? Of course, no case at all could be made in the learning-cooperative of the future.

I can think of no University better fitted to carry on innovative adaptations than Drew. We are the right size in the right place. We have the right kind of traditions, and we can learn to become the right kind of people at every level if we will loosen up, run some risks, make some mistakes, laugh a bit, talk a lot, fight like friends, and learn how to learn together, around the clock. And if we do that, we'll make it, because those are the kind of people and that is the kind of institution that the world is going to need more and more of.

DREW DOESN'T CONSIDER PHOPOGRAPHY AN ART

Programs offered in the January Program this winter are or two categories; credit and non-credit. This is fine as long as the courses offered for credit are creditable. Here lies the jist of this editorial. The photography course offered this January is a non-credit course. Because of the unauthoritative power granted to the Art Department's chairwoman Lee Hall, credit was not given where credit was due. An injustice has been launched upon the field of Art.

There are many art courses offered on the Drew campus but for some reason phootgraphy is not. It seems that Lee Hall does not consider photography an art form. Coming from a person as well established in the field of art as Lee Hall clearly is, this view of photography is totally unjustified. A criteria of Art is the best reproduction of a subject possible. Excluding such areas as surrealism and impressionism and expressionism etc. photography is the most perfect reproducer of any artistic subject in today's world. To deny this fact is to admit being of the lowest form of artistic perceptiveness.

Being a photographer, this writer was extremely insulted at the decision arrived at by the January Program committee. Not only is the committee denying photography as an art form but it is denying the opinion and practical fact about photography that the greater majority of the world believes. There are very few universities in this country that feel the way Drew does about the creative art form of Photography. Once again Drew has mysteriously alienated itself from the rest of the world. When photography becomes an art form at Drew then this college may find its path to becoming a true university. But until then we are one of a kind. May nature have pity on us . . .

MATTHEW KUTZIN

WERD RESPONDS TO FIRINGS

WERD EDITORIAL

To our knowledge WERD has never felt compelled to take a "political" stand of any type in the past. We, and those people before us have seen our goal as one of entertainment and have left more crucial matters to other organizations in the community.

This situation must change in the face of recent developments that clearly threaten the very existence of Drew University. We believe that it is a grave error to compensate for budgetary losses through the proposed firing of some of Drew's most creative and inspiring faculty, who for one reason or another may not have received "tenure." It is a serious infringement upon the rights of the seventeen faculty members who will not be told whether or not their contracts will be renewed for several months.

Furthermore we question the larger issue of any administrative priority which would rob Drew of the one great asset that it has–a faculty which is, with few exceptions, never too busy to involve themselves personally with the students.

The student body has a large investment in the financial matters of the college. The faculty lies at the very basis of the educational experience and to cut their members sets a president dangerous to our education.

It is not our place to decide upon the merits of a university-wide strike to confront the crisis. However, if a strike should occur, we vow that the facilities of WERD will be available on a full-time basis to any faculty or student group for dissemination of information to the community.

JOHN BAUMANN, Program Director
DAN KAUFMAN, General Manager
MILTON ROGERS, Publicity Manager
MICHAEL P. SMITH, Business Manager
DOUG WHERLEY, News Director

Erickson announces R. A. Selection

by STEVE RICHMAN

Dean Erikson announced deadlines for applications for resident assistant forms as February 8, 1974. They can be picked up at Sycamore Cottage any time until February 4, 1974. Students have already received sheets describing the various qualifications concerning the program, which includes four interviews between January 2, and February 28; the first being with Dean Erickson, and the other has been admirable.

As one RA has said, "don't take the job simply for the money." An RA should also be well-rounded in that he is not expected to isolate himself from all campus activities. Dean Erickson recommended a student have at least one other activity. The RA is "first and foremost a student," she said. The time involved in being an RA involves weekly meetings, in addition to staff meetings within the dorms.

three with an assigned resident director, an assigned student assistant and an assigned student-at-large. By March 3, all appointments are announced.

Students staying during the Jan. Plan should attempt to have their interviews then with Dean Erickson.

Training involves a spring workshop, wherein the chosen RA's are given peer instruction and choose their prospective dorms. Dean Erickson reports that there have been no problems with RA's at Drew in the past and staff cooperation